Welcome. Dear Chabot Community Member,

Welcome to Fall 2022 Program and Area Review! This is an "Update Year" in which we will ask you to **briefly** reflect on aspects of your own PAR submission and the overarching campus trends from the Fall 2021 Comprehensive PAR year. After your dean/manager has approved your PAR draft, please enter your responses here into Qualtrics* (and for resource requests, enter into Cognito). This will allow the PAR committee to provide analysis of campus-wide trends to the college. (To see the analysis of last year's PAR data, check out the Fall 2021 PAR Synthesis Statement.)

*Please plan to do your data entry in one sitting and remember to hit submit (we do not have control over whether partial responses in Qualtrics get saved)!
Thanks,
The Program and Area Review Committee

Q1. Has your dean/manager approved your PAR and informed you it is ready to be submitted as a final draft on Qualtrics?

- ● Yes
- ○ No

Q2. **Background Information**

Q3. What organizational unit and division does your program/area belong to?
* If you are not sure which organizational unit your program/area belongs to, you might find it helpful to refer to this list.

Organizational Unit	Academic Services ⌄
Division	Science and Math ⌄
Name of Program, Discipline, Area or Service	Computer Science ⌄

Q4. If you selected "Other" in the previous question, please enter your Program/Discipline/Area/Service name here

This question was not displayed to the respondent.

Q5. Name(s) of the person or people who contributed to this review:

Wanda Wong and Jonathan Traugott

Q6. Which PAR Template (word template) did you fill out?

*Please check this list to make sure that you filled out the correct template.

- ● Academic Programs
- ○ Student/Admin Services/Office of the President

Q7. **Campus-Wide Issues**

Q8.
Context: Last year, the PAR Committee analyzed ~100 PAR responses to the comprehensive Fall 2021 PAR. Based on this analysis, the PAR committee presented policy ideas in shared governance committees and to senior leadership. Additionally, Deans were asked to analyze PARs within their areas to identify "infrastructure or college wide issues needing immediate attention." The most frequently mentioned policy ideas and/or infrastructure issues are listed below.

Question: How important do you believe it is to address the following issues to support Chabot in carrying out our mission? Please drag the response options and order them from most important (1) to least important (7).

Staffing Issues: Work with the district to further investigate hiring obstacles and collaboratively create policy solutions.	1
Funding: Secure funding for programs and college-wide events	2
Learning Communities: Research how to expand learning communities (e.g., Umoja, Puente, CIN, MESA, FYE, Guided Pathways, etc.) and learning-community-type supports to wider groups of students.	3
Technological Systems: Examine Chabot's processes and structure for implementing and orienting employees to system-wide technological change and consider ways to solicit campus-wide input.	4
Facilities: Maximize usage of and planning for facilities	5
Access to Counseling: Evaluate what funding, resources, or structural changes would be needed to ensure all students have access to the high quality counseling services that Chabot provides.	6
Student Registration/Application Process: Improve registration/application process for students	7

Q9. **Question: If you believe there is an important issue to address to carry out the college mission that is NOT mentioned in the previous list, please describe below (optional).**

N/A

Q10. **Reflections on Goals Established in Fall 2021 PAR**

Q11. **Context:** In Fall 2021 PAR, after reflecting on data, you established program/area goals to support the college mission and continuous program improvement. This spreadsheet lists the goals you established in your Fall 2021 PAR.

Question: Please take a look at your goals to determine:

○ All goals are still relevant and nothing needs to be changed or added.

○ All goals are still relevant, but I would like to add an additional goal. (Please fill in your new goal, so we can update the spreadsheet.)

◉ Some goals are relevant and some need to be changed. (Please explain below, so we can update your goals in the spreadsheet.)

Goals 1 and 3 still relevant with no changes. For Goal 2 we want to add that in order to grow and even maintain our program, we will need to address critical staffing issues, as two or our three full-time faculty members retired recently

○ None of our goals are still relevant. We need to update all of them. (Please provide us with your new goals, so we can update your goals in the spreadsheet.)

Q12. **Question: What are the statuses of your program's/area's goals right now?** (Note: You have the entire PAR cycle to complete the goals you established in your Fall 2021 PAR.)

- ◯ All goals are achieved.
- ◯ Some goals are achieved and some are in progress.
- ⦿ All goals are in progress.
- ◯ Some goals are in progress and some are not started.
- ◯ No goals are started because... [please explain in text box below].

Q13. **Context:** To assess how well you are doing with respect to meeting your program's/area's goals, you included **expected goal outputs and outcomes** in your Fall 2021 PAR.

"Outputs" are direct short-term results like # of students served, workshops held, etc. Longer-term goals might also have expected *outcomes*. "Outcomes" are longer-term results, like course success rates or degrees earned. Goals are often measured by whether "outputs" or "outcomes" are achieved.

The Office of Research, Planning and Institutional Effectiveness (ORPIE) posts a variety of data for programs/areas to assess goal "outcomes": enrollments and success rates, enrollment management, success rates of online vs hybrid vs face-face-classes, degree and certificate awards, and more. To request additional data for goal assessment, please fill out a research request form by Friday September 23, 2022. ORPIE will process requests in the order received. ORPIE will let you know whether they have the requested data and/or how your program/area could collect your own.

Question: So far, what is going well and what are some challenges regarding completing your program's/area's goals? You could include reflections on: achievement of outputs or outcomes and/or challenges with producing outputs or outcomes so far.

> For Goal 1, we have made some progress by cross-listing Math 8 as CSCI 29. That way computer science faculty will be able to teach the course and gain tighter integration with CSCI 20. For Goal 2, as mentioned earlier, to maintain a healthy program, we will need to address a critical staffing shortage due to recent retirements. We are currently down to just one full-time faculty member. Without new full-time hires, it will be difficult to staff existing courses going forward and impossible to grow the program.

Q14. **Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs)**

Q15. **Context:** Assessment for SLOs and PLOs happens at varying times of year on a five-year cycle. SLO and PLO assessments are submitted in CurricUNET/META. Please take a look at the SLO Assessment Report to answer the following.

Question: Is the assessment for all SLOs in your program up to date?

- ⦿ Yes
- ◯ Almost. We just need to assess SLOs in 1-3 courses. (Please fill in courses due for SLO assessments and the date you plan to complete those.)

○ No. We have to assess SLOs in 4 or more courses. (Please fill in courses in need of SLO assessments and the date you plan to complete those.)

Q16. **Context:** In response to a core inquiry by the visiting accreditation team, the Outcomes and Assessment Committee updated PLO assessment questions to gather more robust evidence of continuous improvement. Programs will see these updated questions when they next log in to CurricUNET. Thanks to the programs who already filled out the updated PLO questions, we were able to create evidence of continuous improvement for our core inquiry report!

Do I need to fill out the updated PLO questions in CurricUNET?

•   Programs that submitted an incomplete PLO assessment or did not submit an assessment in the past five years DO need to fill out the PLO assessment in CurricUNET.
        o   Programs who did not submit a complete PLO assessment are highlighted in pink on this PLO Assessment Completion Report

•   Programs who are shown as having completed PLO assessments within the past five years on this PLO Assessment Completion Report do NOT need to fill out PLO assessments at this time. Completed PLO assessments are shown with a green box with a hyperlinked "X." You can wait to complete the updated PLO assessment on the regular five-year cycle.

If you are not sure whether you need to fill out the PLO assessment in CurricUNET, then email Lannibeth Calvillo lcalvillo@chabotcollege.edu or Dean Safiyyah Forbes sforbes@chabotcollege.edu.

Question: Has your program completed a PLO assessment in the last five years?

◉ Yes

○ No. Please explain why and include when you will complete the updated PLO assessment.

Q17. **Context:** Chabot strives to continually improve how we serve students and the community (assessment and continuous improvement are also requirements for accreditation). In your SLO assessments in CurricUNET/META, you are asked: "Based on assessment results, what actions might your discipline take to improve student learning?" Similarly, in the prior PLO assessments you were asked to describe "recommended changes/actions," and in the updated PLO assessments you are asked, "What are you planning to start doing, stop doing or change in order to continuously improve your program?" In the comprehensive PAR year (not this update year), you will be asked to report back on how your actions to improve SLOs and PLOs impacted student learning. In this update year, we are simply reminding you that your actions and plans to improve student learning, based on SLO/PLO assessment results, should be underway.

If you want to see how you responded to these SLO/PLO continuous improvement questions:
  • Go to the **SLO Completion Report** and the **PLO Completion Report**.
  • Look up your program by division, subject, and program name.There will be a hyperlinked "x" in the column for the year in which you submitted your SLO/PLO assessments.
  • Click on the "x" and you can look up what you submitted as plans for SLO and PLO continual improvements (i.e., your responses to the questions on actions to improve student learning and continuously improve your program).
  • If you have any questions about how to find your prior assessments, please email Lannibeth Calvillo at lcalvillo@chabotcollege.edu.
Question: Please check one of the following boxes to describe how your discipline is doing with regards to plans/actions for improving student learning based on SLO/PLO assessment data.

○ Great! We are far along in implementing our plans to improve student learning and our program.

● Good. We have started some actions, but we still have work to do.

○ Not so good. We haven't started yet. Please fill in your plans to address below. (Example fictitious response: "Based on our SLO assessment in Fall 2021, we decided we wanted to build lessons specifically geared towards boosting students' scientific writing skills. But with Covid-19 hitting and having to constantly pivot with online and face-to-face modalities, we just haven't had time to work on the lesson plan. In our discipline meeting this December, we will invite all full-time faculty, part-time faculty and our Dean and we will put together a team to work on the lesson plan.")

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Q18. **Service Area Outcomes (SAOs)**

This question was not displayed to the respondent.

Q19. **Context:** In response to a core inquiry by the visiting accreditation team, programs with service area outcomes were requested to fill out the SAO Assessment Updates Survey in Qualtrics. The majority of programs and areas filled this out and we were able to create an evidence document for our core inquiry report-great work Chabot!

Do I need to fill out the SAO Assessment Updates Survey in Qualtrics?
• Please refer to this SAO 2022 Assessment Update SPREADSHEET
• If your programs'/areas' "Date of Last Assessment," is listed as "NA newly created" or is blank (!), then please fill out the survey in Qualtrics.
• Additionally, if you did not fill out the survey in Qualtrics in 2022, then check in the spreadsheet to see if your "Results of Last Assessment" include clear plans for continuous improvement (i.e., ideas for things that you will do that make your program/area more successful). If not, you should also fill out the survey in Qualtrics.
• If you are not sure whether you need to fill out a survey, then email Lannibeth Calvillo lcalvillo@chabotcollege.edu or Dean Safiyyah Forbes sforbes@chabotcollege.edu

Question: Please check the statement that best describes your program's/area's SAO assessments.

This question was not displayed to the respondent.

Q20. **From Goals and SLO/PLO/SAO Continuous Improvement Plans to Resource Requests**

Q21. **Context:** The basis for Chabot's resource allocation process is grounded in reflections on: 1) PAR goals, 2) plans for improving student learning that are grounded in SLO and PLO assessment results, and 3) SAO assessment results. Please consider what augmentations or new resources might be needed to achieve: 1) your PAR goals, 2) plans to improve student learning, and/or 3) reach SAOs.

Question: Which of your PAR goals, plans for improving student learning, and/or plans for reaching SAOs will need augmented or new resources?
**Note you will still need to enter resource requests into Cognito after submitting your PAR on Qualtrics.

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N/A


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Q22. **Optional: Campus-wide Reflection on Current Issue**
This optional section of the update-year PAR contains question(s) on current issues impacting our campus.

Q23. As Chabot evolves our operating procedures in response to the Covid-19-pandemic: what does your program/area believe is important to keep in mind regarding online vs. hybrid vs. face-to-face instruction, service delivery, and working environments?

Most lab-based Computer Science classes are best offered in a hybrid format with lectures online and labs on campus. During labs, student benefit from face-to-face interaction with the instructor and other students. Online lectures can watched to suit the student's schedule and learning pace. In fact, success rates for hybrid format sections exceed that of face-to-face sections of the same courses. Data on face-to-face vs. Online for Fall 2017, Spring 2018, and Fall 2019 in CSCI 8 and CSCI 14 courses, show success rate is higher for online; both non-success and withdrawal rates are lower for online sections when compared to the face-to-face campus sections.

Q24. Thank you for completing the annual update questions for the Fall 2022 PAR!

But WAIT!! You might not be quite done yet...

Resource Requests:
- Have you completed all your resource requests? If not, go to the **Resource Requests Form** to add or update requests for: contracts and services, equipment; facilities; human resources; professional development, travel and conferences; supplies and software; or technology.

Categorical Funding Applications:
Please note that some requests can be funded through categorical funds. If your funding request meets the requirements for Student Access Success and Equity (SASE) or Career Education funding, please follow the links below to fill out their applications.
- The **Student Access Success and Equity (SASE) committee** "develops, leads, and supports campus initiatives that strengthen student access, success, and equity." SASE "provides a platform for collaboration and communication across the college that will result in the coordination of basic skills, student access, success, and equity efforts campus-wide." If you believe that any of your funding requests meet these requirements, then please fill out their application for funding here:
  - **SASE Funding Application**
  - Please contact the SASE committee with any questions: Administrative Tri-Chair Gabe Chaparro gchaparro@chabotcollege.edu
- **Career Education** funds are available for projects that: 1) support a program with a CTE TOP code or 2) continue a current project in SWP or 3) are eligible for Perkins Grants or 4) meet other criteria such as core indicators and labor market demand. If you believe that any of your funding requests meet these requirements, then please fill out the CE application for funding here:
  - **Career Education Funding Application**
    - Please submit one form per project/TOP code, keeping in mind that funding for multiple projects per area is limited.
    - If you are not sure whether you have a program that qualifies for CE funding, please reach out to Christina Read cread@chabotcollege.edu, Administrative Tri-Chair of the Career Education Committee.

Location Data

Location: (37.6652, -121.8734)

Source: GeoIP Estimation